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## EDITORIAL NOTES.

GEORGE HERBERT LOCKE.

IT has been a pleasure to note with each succeeding year the progress being made in Massachusetts in the solution of the great problem of secondary education, how to provide that each girl and each boy in the state may enjoy the rightful inheritance of a free public-school education. It has been well established that the high school is as much a part of the public system of education as is that part known as the grammar school, and the establishment of this is due in no small measure to the admirable statement made by Mr. Frank A. Hill, the secretary of the state board, in his address before the New England Association of Colleges and Preparatory Schools on "How Far is the Public High School a Just Charge upon the Public Treasury?"<sup>1</sup> Such a clear, dispassionate, and logical statement was necessary, and the effect has been felt in states outside of New England. Massachusetts moves slowly, but moves with weight. The forward march is taken after due consideration, but "Where the vanguard camps today the rear will camp tomorrow." There are no frantic bursts of speed, and consequently there is but little exhaustion. Since 1826 it has been the policy of the state that every town with more than five hundred families must maintain a high school, but with the growth of public sentiment in favor of equal opportunities for all, it seemed wise in 1891 to crystallize this sentiment into legislation to the effect that the state should order every town without a high school of its own to pay the tuition of its properly qualified children in the high school of another town or city. While this was eminently just from the standpoint of the child, it bore heavily upon some of the smaller places, and so in 1895 the state agreed to reimburse towns of a less valuation than \$500,000 each, and without high schools of their own, for their tuition expenditure in outside high schools. This relieved the situation in some places, and the educational results were so encouraging that in 1902 the state extended its policy of aid to all towns that are not required by law to maintain high schools of their own, that is, to all towns with less than five hundred families. That this provision of aid by the state may not be taken undue advantage of by towns that are comparatively wealthy, although small in population, the one hundred and eighty-five towns that come under this general law are distributed into five classes:

<sup>1</sup>SCHOOL REVIEW, December, 1898.

1. Towns not entitled to the benefits of the statute. Whether a town is entitled to relief under this statute is determined in a very simple manner. The valuation of the state taken from the official report of the "Aggregate of Polls, Property, Taxes," etc., compiled in the office of the secretary of the commonwealth is \$3,033,884,001. The average membership of the public schools for the corresponding school year was 414,533. The average valuation for each pupil in the average membership of the public schools of the state is \$7,319. Taking this as the unit, we find that in twenty-four towns coming under the statute the average valuation is higher. These, then, receive no aid.

2. Towns without high schools of their own and with a valuation of less than \$750,000 each are entitled to state reimbursement for their full tuition expenditures, provided they are incurred for tuition in high schools approved by the state board of education. Eighty-nine towns are included in this class.

3. Towns without high schools of their own and with a valuation of more than \$750,000 each are entitled to state reimbursement of one-half of their tuition expenditures. Of these there are eighteen.

4. Towns maintaining a high school with two or more teachers each are entitled to a grant from the state of \$300 annually, provided their high-school conditions are approved by the state board of education. There are thirty-three towns thus aided.

5. Towns that have high schools of their own with only one teacher receive no allowance from the state. Such high schools are not recognized. There are two courses open to such a town. It may discontinue the high school and pay for tuition in some approved high school outside, in which case the state will reimburse it in full if it then is eligible for class 2, or one-half if it is in class 3; or if it engages an additional teacher and passes the inspection of the state board, it will be subsidized to the amount of \$300 annually. There are twenty-one of these towns in which there is but one teacher, and this provision will surely result in raising these to the dignity of having two teachers in their high schools. The subsidy is large enough to encourage effort.

It will be noticed that in all these statutes it is provided that the high school attended must be approved by the state board. It is pertinent, therefore, to inquire what the state requires of a high school, and that will really give us the definition of a high school in Massachusetts. The school must be adequately equipped and "Kept by a principal, and such assistants as may be needed, of competent ability and good morals;" it shall give instruction in such subjects "as the school committee consider expedient to be taught in the high school, and in such additional subjects as may be required for the general purpose of training and culture as well as for the purpose of preparing pupils for admission to state normal schools, technical schools, and colleges;" it shall maintain "one or more courses of study at least four years

in length;" and "it shall be kept open for the benefit of all the inhabitants of the city or town for at least forty weeks, exclusive of vacations, in each year. If a town has not maintained for at least thirty-six weeks during the year, exclusive of vacations, a high school such as is mentioned, the town forfeits its share in the income of the school fund. Suitable material surroundings and equipment, at least two teachers, a four years' course of study, and a session of forty weeks, are the necessary conditions for a high school to be recognized as such by the state and to have a right to share in the privileges accorded to the high schools.

The purpose of this legislation is no doubt apparent to our readers: Towns that put forth an effort commensurate with their means are to be helped so that the children in such towns may have the educational privileges to which as members of the commonwealth they are entitled. The still deeper purpose is the improvement of all high schools and the raising of the standard of education. A sign of the times is the very sensible suggestion that in the small high schools the department of science instruction should be strengthened; and that one of the teachers ought to be selected with reference to his ability to teach such subjects as physics, botany, and chemistry. In the elementary grades we are introducing nature study and insisting upon its great value, and yet in many of our high schools we are not providing any outlet or culmination of that work. We study nature in the grades, and we study books about science in the high schools. It is to be hoped that in every one of these small high schools of Massachusetts there will be found a teacher who is interested in science and who can direct the work in nature study in the grades so there will be not only the correlation about which we hear so many theoretical platitudes, but an educational value that will mean the enlargement and vitalization of the experiences of the girls and boys. It is in these small systems that the great opportunity is to be found.

THE Department of Public Instruction in France is making an effort to have all education guaranteed to be of a certain quality, whether that educa-

STATE REGULATION  
OF PRIVATE  
SECONDARY SCHOOLS  
IN FRANCE

tion is obtained in a private or in a public school. The quality can of course be determined only by the academic and professional standing of those who impart instruction and by the material equipment of the place in which it is imparted.

The right to open a secondary school is granted only by the minister of public instruction, and up to this time it was necessary that the principal should have the diploma of *bachelier* and a certificate to the effect that he had been attached for five years, presumably as a teacher, to some institution of secondary education. It will be noticed that the qualification here is really only academic, as the requirements in the certificate could easily be evaded. But even if the qualifications were satisfactory, there was nothing to prevent the principal from staffing his school with men of meager intellectual attainments, and the temptation to save expense by such means was too great

for many of the principals. The abuse of this privilege of opening a school became so common that the government felt it was necessary to safeguard the interests of the children, and a new and comprehensive bill has just been introduced into the senate. To open a secondary school in France it will now be necessary that the principal be twenty-five years of age, a French subject, and not under any legal disability. Proofs of these must be submitted to the inspector of the district in which he proposes to open the school; he must furnish a statement of the places in which he has lived and the occupations that he has followed since he was twenty years old; a declaration must be submitted setting forth that he does not belong to any unauthorized religious society; in addition to the diploma of a *bachelier* he must produce that of a *licencié* in letters or science; but, more radical than any of these and indicating clearly the trend of educational practice in France, he must furnish a certificate of pedagogic fitness for the office of a principal; a list of the assistant masters must be submitted, with particulars of the career and qualifications of each; the material surroundings are guaranteed by a plan of the schoolhouse and grounds, and even the program of instruction to be offered is to be submitted for approval. Such is the nature of the bill by which it is hoped that the private secondary school will no longer be an "adventure school" with the many attendant evils, but a school of such standing guaranteed by government inspection as shall justify any parent in sending his son to be instructed therein. No private school can take the name of *lycée* or *collège*; it must be visited by an official inspector at least once a year, and except for the lowest classes the teachers must have at least the diploma of *bachelier*. Even in these lowest classes the teacher must hold the primary certificate. The inspector of the district is held responsible for the morality, hygiene, and instruction of the school; it is in his power to cite the principal before the courts for any neglect and the penalty is a heavy fine and in some cases even imprisonment.

WHEN the educational atmosphere is charged with the words "accredited," "affiliated," "federated," and "certificated;" when the Association of the Middle States and Maryland at its recent meeting had two able papers on the relationship between the secondary schools and colleges; when the Association of the North Central States has appointed a commission to report on accredited schools, it is timely to record some progress that has been made in England toward the solution of this question. The senate of the University of London has adopted a scheme for the inspection of schools and for a school-leaving examination in connection with which the school-leaving certificates will be awarded to girls and boys who have completed the course of study. This leaving certificate will be accepted by the university in lieu of the regular matriculation or entrance examination, and, provided that the holder of it is sixteen years of age, he will be

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entitled to all the privileges of the university. The university awards a certificate of record for each subject completed, and when the necessary number demanded for entrance has been satisfied the school-leaving certificate is given. In this way the pupils in the schools receive credit for each subject which they have successfully completed, and if at some other time they are able to make up the deficiencies, the university is ready to recognize the completion of the work. Again, for the older and more capable students who may wish to remain longer in the school, the university provides for obtaining advanced credit in certain subjects. Along with the certificate there is submitted the school record of the pupil in which are set forth the curriculum of study pursued at his school, his age, the period during which he has attended, the subjects in which he has reached the standard required by the university, and also any form of manual, artistic, technical skill, and any form of general or special capability displayed during school life not tested by the examination. That this plan may be carried out to the advantage of the school, the university, and the pupil, the university has appointed a small board of inspectors to adjust the machinery and safeguard all interests.